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ABSTRACT

The author assesses the career education movement during the 1970s by first reviewing financial support for career education during that decade and then by summarizing the evidence of success in attaining career education goals. Based on this assessment, the author predicts that career education will continue to flourish during the 1980s only if certain challenges are met and obstacles are overcome. These challenges include continued efforts to maintain equal emphasis on basic career education goals; increased efforts to provide a personally meaningful reward system for all participants; continued emphasis on the need for hard data demonstrating the worth of career education; increased involvement of parents, community groups, and the public sector; increased demonstration and implementation efforts at the postsecondary level; and continued importance of each of the ten employability/adaptability/promotability skills of career education. The obstacles include less federal financial support during the 1980s; pressures to increase emphasis on employability skills and school/community partnerships at the expense of the goal of education reform; pressures to concentrate efforts on only certain portions of the population and at the secondary level; and pressures to move responsibility for providing persons with employability/adaptability/promotability skills to agencies outside the education system. The author concludes by presenting some key thoughts on how to keep the career education movement alive and well during the 1980s. (BM)

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CAREER EDUCATION: A REPORT CARD FOR THE 70s AND SOME PREDICTIONS FOR THE DECADE OF THE 1980s

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INTRODUCTION

PEOPLE HAVE TALKED ABOUT THE ANTECEDENTS OF THE CAREER EDUCATION MOVEMENT IN MANY WAYS. THESE INCLUDE REFERRING TO: (A) ESTABLISHMENT OF THE LAND GRANT COLLEGE SYSTEM IN THE 1860s: (B) FORMATION OF THE NATIONAL ASSOCIATION OF MANUFACTURERS IN THE EARLY 1900s -- WITH ITS EMPHASIS ON SCHOOL/WORK RELATIONSHIPS: (C) DEWEY'S EMPHASIS ON EXPERIENTIAL LEARNING AND ON RELATING SCHOOLING TO LIFE PROBLEMS: (D) THE NEA'S "7 CARDINAL PURPOSES OF EDUCATION" THAT INCLUDED "VOCATION" AS ONE OF THESE: (E) A SPEECH PURPORTEDLY GIVEN BY USOE COMMISSIONER HOWE IN THE MID-1960s IN WHICH HE SUPPOSEDLY USED THE TERM "CAREER EDUCATION;" AND (F) A RESOLUTION PASSED BY THE AMERICAN VOCATIONAL ASSOCIATION IN THE LATE 1960s IN WHICH THE TERM "CAREER EDUCATION" WAS USED. STILL OTHERS WOULD ADD EVENTS SUCH AS THE BEGINNING OF THE VOCATIONAL GUIDANCE MOVEMENT IN THE EARLY 1900s, THE VOCATIONAL EDUCATION MOVEMENT IN 1917, AND PASSAGE OF THE MANPOWER DEVELOPMENT AND TRAINING ACT IN 1962 TO THIS LIST OF ANTECEDENTS. THESE, AND OTHER ANTECEDENTS, ARE CAREFULLY REVIEWED BY HERR IN A MAJOR DOCUMENT PUBLISHED IN 1972. (HERR, 1972). WHATEVER THE LIST, IT IS CLEAR THAT "CAREER EDUCATION," AS A MOVEMENT, WAS NOT SOMETHING SUDDENLY "INVENTED" WHEN DR. SIDNEY P. MARLAND, JR. BECAME USOE COMMISSIONER OF EDUCATION IN 1970.

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U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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AS A FORMAL, IDENTIFIABLE MOVEMENT, HOWEVER, CAREER EDUCATION CAN BE SAID TO HAVE BEGUN WITH A SPEECH COMMISSIONER MARLAND MADE AT THE NATIONAL ASSOCIATION OF SECONDARY PRINCIPALS CONVENTION ON JANUARY 23, 1971. (HERR, 1976). THUS, AS A "MOVEMENT," CAREER EDUCATION'S FIRST DECADE CAN BE SAID TO HAVE BEEN THE DECADE OF THE 1970s. THOSE WHO WISH TO MAKE PREDICTIONS REGARDING THE PROBABLE FATE OF CAREER EDUCATION IN THE DECADE OF THE 1980s MUST BASE SUCH PREDICTIONS ON WHAT HAS HAPPENED TO THIS MOVEMENT DURING THE DECADE OF THE 1970s. THIS PAPER BEGINS WITH SUCH AN ASSESSMENT DIVIDED INTO FOUR MAJOR PORTIONS. FOLLOWING THIS, SOME PREDICTIONS REGARDING THE PROMISE OF CAREER EDUCATION DURING THE DECADE OF THE 1980s WILL BE MADE.

CAREER EDUCATION: A REPORT CARD ON THE 1970s

A "REPORT CARD" FOR CAREER EDUCATION DURING THE DECADE OF THE 1970s PROPERLY BEGINS WITH A SUMMARY REPORT OF FINANCIAL EFFORTS. FOLLOWING THIS, RESULTS OF CAREER EDUCATION EFFORTS WILL BE SUMMARIZED IN TERMS OF EVIDENCE RELATIVE TO ATTAINMENT OF THE THREE BASIC GOALS OF CAREER EDUCATION THAT HAVE EVOLVED DURING HE 1970s. NO ATTEMPT WILL BE MADE HERE TO DOCUMENT OR SUMMARIZE THE MANY KINDS OF ACTIVITIES THAT TOOK PLACE IN ORDER TO ATTAIN THESE GOALS.

FINANCIAL SUPPORT FOR CAREER EDUCATION DURING THE DECADE OF THE 1970s

IT SEEMS EVIDENT, WHEN ONE CONSIDERS THAT: (A) A TOTAL OF ONLY 722 FEDERAL GRANTS IN SUPPORT OF CAREER EDUCATION WERE MADE DURING THE DECADE: AND (B) MORE THAN 9,000 OF THE NATION's 16,000+ K-12 SCHOOL DISTRICTS ARE REPORTED TO HAVE INITIATED SOME FORM OF CAREER EDUCATION EFFORT (McLAUGHLIN, 1975), THAT MOST OF THE FINANCIAL SUPPORT FOR CAREER EDUCATION HAS COME FROM STATE AND LOCAL FUNDS, NOT FROM THE FEDERAL GOVERNMENT. THERE IS NO

EXACT WAY OF DETERMINING THE AMOUNT OF STATE AND LOCAL FUNDS EXPENDED FOR CAREER EDUCATION DURING THE DECADE.

IN TERMS OF FEDERAL FUNDS, THE PICTURE IS SOMEWHAT EASIER TO ASSESS. DURING THE DECADE, A TOTAL OF $149.6 MILLION OF FEDERAL FUNDS CAN BE COUNTED WITH EXACTNESS. THIS INCLUDES:

PERIOD OF TIME	SOURCE OF FUNDING	AMOUNT OF FUNDING	NUMBER OF PROJECTS
1970-76	PART D, VEA AMENDMENTS OF 68	$47.0 MILLION	124
1971-75	NIE (MODELS I, II, III, & IV)	24.6 MILLION	12
1972-75	PART C, VEA AMENDMENTS OF 68	18.0 MILLION	112
1974-78	P.L. 93-380, SEC. 406	40.5 MILLION	425
1979	P.L. 95-207	19.5 MILLION	79
		$149.6 MILLION	733

IN ADDITON, A SPECIAL STUDY CONDUCTED BY THE CONGRESSIONAL BUDGET OFFICE ESTIMATED THAT, DURING THE FY 74 - FY 78 PERIOD, A TOTAL OF OVER $100 MILLION PER YEAR FROM OTHER USOE SOURCES WAS BEING SPENT TO DEMONSTRATE CAREER EDUCATION. SUCH SOURCES INCLUDED OE'S BUREAU OF ELEMENTARY AND SECONDARY EDUCATION, BUREAU OF EDUCATION FOR THE HANDICAPPED, BUREAU OF POSTSECONDARY EDUCATION, AND THE FUND FOR THE IMPROVEMENT OF POSTSECONDARY EDUCATION. IF THESE FIGURES ARE ACCURATE, A TOTAL OF APPROXIMATELY $549.6 MILLION FEDERAL DOLLARS WERE SPENT IN SUPPORT OF CAREER EDUCATION DURING THE DECADE OF THE 1970s.

IN TERMS OF MANY OTHER OE PROGRAMS, THIS IS A RELATIVELY SMALL AMOUNT TO EXPEND OVER A 10 YEAR PERIOD - IT IS ACTUALLY CONSIDERABLY LESS THAN MANY OE PROGRAMS RECEIVE ON AN ANNUAL BASIS. YET, BY

MOST STANDARDS OF COMPARISON, THIS REPRESENTS A CONSIDERABLE SUM OF MONEY. QUITE OBVIOUSLY, THE FUTURE FOR CAREER EDUCATION IN THE DECADE OF THE 1980s WILL BE INFLUENCED BY THE EXTENT TO WHICH FEDERAL FUNDING SUPPORT CONTINUES, EXPANDS, OR DECLINES.

EVIDENCE OF SUCCESS DURING THE 1970s: GOAL 1

DURING THE DECADE OF THE 1970s THE CAREER EDUCATION MOVEMENT EVOLVED AROUND THREE BASIC GOALS. ONE OF THESE IS A COGNITIVE GOAL WHICH CAN BE STATED AS FOLLOWS:

> "TO PROVIDE ALL STUDENTS AT ALL LEVELS OF THE EDUCATION SYSTEM WITH A SET OF GENERAL EMPLOYABILITY/ADAPTABILITY/PROMOTABILITY SKILLS THAT WILL ENABLE THEM TO CHANGE WITH CHANGE IN A RAPIDLY CHANGING SOCIETY."

THE 10 GENERAL EMPLOYABILITY/ADAPTABILITY/PROMOTABILITY SKILLS, AS LISTED IN OFFICIAL OE OFFICE OF CAREER EDUCATION POLICY PUBLICATIONS ARE:

1. BASIC ACADEMIC SKILLS
2. SKILLS IN PRACTICING GOOD WORK HABITS
3. SKILLS IN DEVELOPING AND USING PERSONALLY MEANINGFUL WORK VALUES
4. SKILLS IN UNDERSTANDING AND APPRECIATING THE PRIVATE ENTERPRISE SYSTEM
5. SKILLS IN SELF-UNDERSTANDING AND UNDERSTANDING OF EDUCATIONAL/OCCUPATIONAL OPPORTUNITIES
6. CAREER DECISIONMAKING SKILLS
7. JOB SEEKING/FINDING/GETTING/HOLDING SKILLS
8. SKILLS IN MAKING PRODUCTIVE USE OF LEISURE TIME (UNPAID WORK)
9. SKILLS IN OVERCOMING BIAS AND STEREOTYPING AS THEY ACT TO DEFER FULL FREEDOM OF CAREER CHOICE FOR ALL PERSONS
10. SKILLS IN HUMANIZING THE WORKPLACE FOR ONESELF

GREAT PROGRESS HAS BEEN MADE, DURING THE DECADE OF THE 1970s, TO COLLECT AND DISSEMINATE HARD DATA DEMONSTRATING CAREER EDUCATION'S EFFECTIVENESS IN DELIVERING THESE SKILLS TO PERSONS. A DRAMATIC EXAMPLE OF SUCH EVIDENCE CAN BE SEEN IN A 1979 OCE PUBLICATION SUMMARIZING DATA FROM NINE COMPREHENSIVE CAREER EDUCATION EVALUATION STUDIES, EACH OF WHICH HAS SUCCESSFULLY PASSED THROUGH THE DIVISION OF EDUCATION'S JOINT DISSEMINATION REVIEW PANEL (JDRP). (OCE, 1979). COLLECTIVELY, THESE STUDIES PRODUCED STATISTICALLY SIGNIFICANT RESULTS DEMONSTRATING THE ABILITY OF CAREER EDUCATION TO DELIVER ALMOST ALL OF THESE 10 SKILLS.

IN ADDITION, LITERALLY HUNDREDS OF OTHER EVALUATION STUDIES IN CAREER EDUCATION WERE COMPLETED DURING THE DECADE OF THE 1970s. MANY OF THESE HAVE BEEN SUMMARIZED IN MONOGRAPHS INCLUDING THOSE WRITTEN BY ENDERLEIN (ENDERLEIN, 1976), BY BHAERMAN (BHAERMAN, 1977), BY DATTA (DATTA, 1977), BY BONNET (BONNET, 1978), AND BY MITCHELL (MITCHELL, 1978). COLLECTIVELY, THE EVALUATION STUDIES SUMMARIZED IN SUCH MONOGRAPHS CLEARLY DEMONSTRATE THAT A CAREER EDUCATION APPROACH <u>CAN</u> - WHEN CORRECTLY APPLIED - PROVIDE STUDENTS WITH THE GENERAL EMPLOYABILITY/ADAPTABILITY/PROMOTABILITY SKILLS INCLUDED IN THIS FIRST CAREER EDUCATION GOAL. WHILE THE EVIDENCE IS NOT UNIFORMLY OR OVERWHELMINGLY POSITIVE, IT IS CERTAINLY MUCH MORE POSITIVE THAN NEGATIVE.

AS WE ENTER THE DECADE OF THE 1980s, THREE THINGS SEEM CLEAR REGARDING THIS GOAL: (A) THE NEED FOR THESE GENERAL EMPLOYABILITY/ADAPTABILITY/PROMOTABILITY SKILLS IS STILL PRESENT - AND

(B) CAREER EDUCATION HAS DEMONSTRATED ITSELF TO BE

AN EFFECTIVE DELIVERY SYSTEM FOR PROVIDING SUCH SKILLS; AND (C) NO ALTERNATIVE SYSTEM PURPORTING TO PROVIDE PERSONS WITH SUCH SKILLS HAS DEMONSTRATED ITSELF TO BE MORE EFFECTIVE THAN CAREER EDUCATION. THESE FACTS, TOO, HAVE IMPLICATIONS FOR THE FUTURE OF THE CAREER EDUCATION MOVEMENT DURING THE DECADE OF THE 1980s.

EVIDENCE OF SUCCESS DURING THE 1970s: GOAL 2

THE SECOND BASIC GOAL OF CAREER EDUCATION THAT HAS EVOLVED DURING THE DECADE OF THE 1970s IS A PROCESS, NOT A COGNITIVE, ONE. IT CAN BE STATED AS FOLLOWS:

> "TO ENCOURAGE, DEVELOP, AND IMPLEMENT "PARTNERSHIPS" BETWEEN THE EDUCATION SYSTEM AND THE BROADER COMMUNITY AIMED AT HELPING TO SOLVE THE EMPLOYMENT/UNEMPLOYMENT PROBLEMS OF YOUTH AND ADULTS."

IMPLEMENTATION OF THIS GOAL HAS BEEN ACCOMPLISHED THROUGH SEEKING TO PICTURE CAREER EDUCATION AS A COMMUNITY, COLLABORATIVE EFFORT - NOT AS SOMETHING THE EDUCATION SYSTEM SEEKS TO ACCOMPLISH BY ITSELF. SOME EVIDENCE OF SUCCESS IN MEETING THIS PROCESS GOAL CAN BE SEEN BY OBSERVING THAT, OF THE 131 K-12 SCHOOL SYSTEMS PARTICIPATING IN 1978-79 OCE MINICONFERENCES, EVERY ONE - WITHOUT EXCEPTION - HAD ESTABLISHED WORKING RELATIONSHIPS WITH THE PRIVATE SECTOR. PARTICIPANTS IN THIS SERIES OF MINICONFERENCES CAME FROM 46 STATES THUS DEMONSTRATING THIS TO BE A NATIONWIDE EFFORT.

FURTHER EVIDENCE IS SEEN IN THE FACT THAT FORMAL WORKING RELATIONSHIPS HAVE BEEN ESTABLISHED AND ARE NOW BEING MAINTAINED BETWEEN OE'S OFFICE OF CAREER EDUCATION AND 9 NATIONAL ORGANIZATIONS, EACH OF

WHICH REPRESENTS ELEMENTS OF THE PRIVATE SECTOR. THESE INCLUDE:

1. CHAMBER OF COMMERCE OF THE U.S.A.
2. NATIONAL ALLIANCE OF BUSINESS
3. NATIONAL FEDERATION OF INDEPENDENT BUSINESS
4. NATIONAL FEDERATION OF BUSINESS AND PROFESSIONAL WOMEN'S CLUBS
5. NATIONAL ASSOCIATION OF MANUFACTURERS
6. AMERICAN SOCIETY FOR TRAINING AND DEVELOPMENT
7. NATIONAL ASSOCIATION FOR INDUSTRY-EDUCATION COOPERATION
8. INDUSTRY/EDUCATION COUNCILS OF AMERICA
9. NATIONAL MANPOWER INSTITUTE

MANY OF THESE NATIONAL WORKING RELATIONSHIPS HAVE NOW FILTERED DOWN TO THE STATE AND LOCAL LEVELS. THIS TREND IS CONTINUING AT THE PRESENT TIME.

IN ADDITION, FORMAL WORKING RELATIONSHIPS HAVE BEEN ESTABLISHED AND ARE CURRENTLY BEING MAINTAINED BETWEEN OE'S OFFICE OF CAREER EDUCATION AND SEVERAL MAJOR NATIONAL CORPORATIONS, EACH OF WHICH HAS BECOME A "PARTNER" IN THE IMPLEMENTATION OF CAREER EDUCATION. SUCH CORPORATIONS INCLUDE:

(1) GENERAL MOTORS CORPORATION
(2) AMERICAN TELEPHONE AND TELEGRAPH COMPANY
(3) GENERAL ELECTRIC COMPANY
(4) McDONALDS CORPORATION
(5) NEW YORK LIFE INSURACE COMPANY

AS WITH THE NATIONAL ASSOCIATIONS, THESE EFFORTS, TOO, HAVE BEEN TRANSLATED INTO "PARTNERSHIP" EFFORTS TO IMPLEMENT CAREER EDUCATION IN MANY, MANY COMMUNITIES THROUGHOUT OUR NATION.

IN TERMS OF ORGANIZED LABOR, THERE IS AN OFFICIAL AFL-CIO POLICY STATEMENT PASSED IN 1977 SUPPORTING CAREER EDUCATION. TWO MAJOR OCE CONTRACTS, EACH OF WHICH AIMED TO PROMOTE INVOLVEMENT OF ORGANIZED LABOR IN THE IMPLEMENTATION OF CAREER EDUCATION, HAVE BEEN ENDORSED BY THE AFL-CIO. OFFICIAL POLICY STATEMENTS SUPPORTING CAREER EDUCATION HAVE BEEN WRITTEN AND APPROVED BY BOTH THE UNITED AUTO WORKERS OF AMERICA AND THE UNITED RUBBER, PLASTIC, AND LINOLEUM WORKERS OF AMERICA. TWO OCE "MINICONFERENCES" HAVE BEEN HELD SOLICITING INPUT FROM MEMBERS OF ORGANIZED LABOR. ONE OFFICIAL OCE MONOGRAPH ON "ORGANIZED LABOR AND CAREER EDUCATION" HAS BEEN PUBLISHED - INCLUDING A COMPLIMENTARY FORWARD BY THE DIRECTOR OF THE EDUCATION DIVISION, AFL-CIO. THUS, THERE IS AMPLE EVIDENCE THAT ORGANIZED LABOR HAS BECOME AN EFFECTIVE "PARTNER" IN COMMUNITY CAREER EDUCATION EFFORTS AT LEAST AT THE NATIONAL LEVEL.

EVIDENCE THAT CAREER EDUCATION HAS ESTABLISHED "PARTNERSHIPS" WITH COMMUNITY GROUPS IN ADDITION TO THOSE DIRECTLY INVOLVED WITH THE PRIVATE SECTOR CAN BE SEEN IN THE 13 NATIONAL COMMUNITY ORGANIZATIONS WITH WHOM OE'S OFFICE OF CAREER EDUCATION HAS ESTABLISHED CLOSE AND EFFECTIVE WORKING RELATIONSHIPS. THESE INCLUDE:

(1) ASSOCIATION OF JUNIOR LEAGUES, INC.
(2) AMERICAN LEGION
(3) AMERICAN LEGION AUXILIARY
(4) BOY SCOUTS OF AMERICA
(5) 4-H CLUBS OF AMERICA
(6) GIRL SCOUTS OF THE U.S.A.
(7) GOODWILL INDUSTRIES, INC.
(8) N.R.T.A./A.A.R.P. - AMERICAN ASSOCIATION OF RETIRED PERSONS
(9) JUNIOR ACHIEVEMENT, INC.
(10) ROTARY, INTERNATIONAL
(11) WOMEN'S AMERICAN ORT
(12) NATIONAL SCHOOL VOLUNTEERS PROGRAM
(13) NBC'S "PARENTS GUIDE TO TELEVISION"

OFFICIAL OCE "MINICONFERENCES' " HAVE BEEN HELD FOR EACH OF THESE 13 NATIONAL COMMUNITY ORGANIZATIONS - AND OCE MONOGRAPHS HAVE BEEN PUBLISHED AND DISTRIBUTED FOR 8 OF THEM. MARKED MOVEMENT IS EVIDENCE, ON THE PART OF MOST OF THESE NATIONAL COMMUNITY ORGANIZATIONS, TO FORM CAREER EDUCATION "PARTNERSHIPS" AT THE STATE AND LOCAL LEVELS AT THE PRESENT TIME.

THUS, WHILE MUCH OBVIOUSLY REMAINS TO BE DONE, THERE IS AN ABUNDANCE OF SOUND EVIDENCE EXISTING NOW ATTESTING TO THE FACT THAT CAREER EDUCATION HAS MET THIS PROCESS GOAL DURING THE DECADE OF THE 1970s. CAREER EDUCATION, AS A COMMUNITY "PARTNERSHIP" EFFORT, HAS BEEN TRANSLATED, DURING THE DECADE OF THE 1970s, FROM A PHILOSOPHICAL IDEA TO A SET OF CLEAR, DEMONSTRATED ACTIONS.

EVIDENCE OF SUCCESS DURING THE 1970s: GOAL 3

THE THIRD BASIC GOAL OF CAREER EDUCATION, LIKE THE SECOND, IS A PROCESS GOAL. THAT GOAL CAN BE STATED AS FOLLOWS:

> "TO CHANGE THE EDUCATION SYSTEM IN WAYS THAT MAKE THAT SYSTEM A CONTRIBUTOR TO THE SOLUTION, RATHER THAN TO THE PROBLEM, OF EMPLOYMENT/UNEMPLOYMENT FOR YOUTH AND ADULTS."

THIS GOAL OF EDUCATIONAL REFORM WAS, IN 1971 WHEN COMMISSIONER SIDNEY P. MARLAND, JR., MADE HIS FIRST SPEECH ON CAREER EDUCATION, THE PRIME GOAL STATED FOR THE CAREER EDUCATION MOVEMENT. THERE HAS NEVER BEEN ANY DOUBT THAT DR. MARLAND VIEWS CAREER EDUCATION AS A VEHICLE FOR USE IN THE REFORM OF AMERICAN EDUCATION. THIS CAN EASILY BE SEEN BY MARLAND's DEFINITIVE BOOK ON CAREER EDUCATION. (MARLAND, 1974). IT CAN ALSO BE SEEN IN ALMOST EVERY OFFICIAL OCE CONCEPTUAL STATEMENT ON CAREER EDUCATION PUBLISHED DURING THE DECADE OF THE 1970 s. THE GOAL OF EDUCATIONAL REFORM HAS NEVER BEEN HIDDEN. ON THE CONTRARY, IT HAS STAYED UP-FRONT AND OBVIOUS.

FACED WITH THE GREAT AMOUNT OF PUBLICITY RESULTING FROM THIS GOAL, HOW HAS CAREER EDUCATION FARED IN SEEKING TO MEET IT? SOME OBVIOUS EVIDENCE OF SUCCESS CAN BE SEEN IN THE 9,000+ K-12 SCHOOL SYSTEMS WHO HAVE INITIATED SOME FORM OF CAREER EDUCATION EFFORT ON THEIR OWN. SIMILARLY, THE FACT THAT 49 OF THE 50 STATES, ALONG WITH THE DISTRICT OF COLUMBIA, PUERTO RICO, AND EACH OF THE TRUST TERRITORIES VOLUNTARILY AGREED TO PARTICIPATE IN P.L. 95-207 - "CAREER EDUCATION INCENTIVE ACT." WERE THE NOTION OF EDUCATIONAL REFORM UNACCEPTABLE TO THEM, IT IS DOUBTFUL THAT THIS PICTURE WOULD HAVE EMERGED.

SUPPORTING EVIDENCE CAN BE SEEN IN STATEMENTS OF SUPPORT AND/OR VOLUNTARY ACTIONS TAKEN BY 19 MAJOR EDUCATION ASSOCIATIONS, EACH OF WHICH OPERATES PRIMARILY AT THE K-12 LEVEL. WITHOUT EXCEPTION, THESE 19 NATIONAL ORGANIZATIONS HAVE VOICED FORMAL ENDORSEMENTS OF CAREER EDUCATION. FIFTEEN OF THE 19 HAVE PARTICIPATED IN NATIONAL CAREER EDUCATION PROJECTS. THESE 19 K-12 EDUCATION ASSOCIATIONS INCLUDE:

(1) NATIONAL EDUCATION ASSOCIATION
(2) COUNCIL OF CHIEF STATE SCHOOL OFFICERS
(3) EDUCATION COMMISSION OF THE STATES
(4) NATIONAL SCHOOL BOARDS OF ASSOCIATION
(5) NATIONAL ASSOCIATION OF STATE BOARDS OF EDUCATION
(6) AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS
(7) NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS
(8) NATIONAL ASSOCIATION OF ELEMENTARY SCHOOL PRINCIPALS
(9) NATIONAL CONGRESS OF PARENTS AND TEACHERS
(10) COUNCIL FOR EXCEPTIONAL CHILDREN
(11) AMERICAN VOCATIONAL ASSOCIATION
(12) AMERICAN PERSONNEL AND GUIDANCE ASSOCIATION
(13) AMERICAN COUNCIL OF TEACHERS OF FOREIGN LANGUAGES
(14) AMERICAN ASSOCIATION FOR HEALTH, PHYSICAL EDUCATION, AND RECREATION
(15) NATIONAL ART EDUCATION ASSOCIATION
(16) NATIONAL SCIENCE TEACHERS ASSOCIATION
(17) NATIONAL BUSINESS EDUCATION ASSOCIATION
(18) NATIONAL COUNCIL FOR THE SOCIAL STUDIES
(19) NATIONAL COUNCIL OF TEACHERS OF ENGLISH

IN ADDITION, MAJOR CAREER EDUCATION PUBLICATIONS AND STATEMENTS OF SUPPORT HAVE BEEN RECEIVED FROM BOTH THE NATIONAL COUNCIL OF TEACHERS OF MATHEMATICS AND THE AMERICAN INDUSTRIAL ARTS ASSOCIATION.

AT THE POSTSECONDARY LEVEL, CAREER EDUCATION HAS BEEN FORMALLY ENDORSED BY A NUMBER OF NATIONAL ASSOCIATIONS INCLUDING:

(1) AMERICAN ASSOCIATION OF COMMUNITY AND JUNIOR COLLEGES
(2) AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION
(3) AMERICAN ASSOCIATION OF STATE COLLEGES AND UNIVERSITIES
(4) ADULT EDUCATION ASSOCIATION OF THE U.S.A.
(5) COLLEGE PLACEMENT COUNCIL

IN ADDITION TO SUCH ENDORSEMENTS, CONCRETE ACTIONS ON BEHALF OF CAREER EDUCATION HAVE BEEN EVIDENT IN MANY SEGMENTS OF POSTSECONDARY EDUCATION. FOR EXAMPLE, THE AACJC HAS CONDUCTED TWO SERIES OF REGIONAL CONFERENCES - AND TWO NATIONAL CONFERENCES - ON CAREER EDUCATION IN COMMUNITY COLLEGE SETTINGS. THE AACTE HAS CONDUCTED A SERIES OF REGIONAL CONFERENCES AND PUBLISHED A FORMAL MONOGRAPH ON CAREER EDUCATION. THE AASCU HELD A NATIONAL CONFERENCE ON CAREER EDUCATION IN 1978. TWO NATIONAL CONFERENCES ON THE TOPIC OF "CAREER EDUCATION AND LIBERAL ARTS EDUCATION" HAVE BEEN HELD IN THE LAST TWELVE MONTHS. IN SHORT, CLEAR EVIDENCE EXISTS THAT INDICATES INTEREST AND PARTICIPATION IN CAREER EDUCATION, AS AN EDUCATIONAL REFORM MOVEMENT, IS IN NO WAY LIMITED TO THE K-12 LEVELS OF AMERICAN EDUCATION.

WHILE, AS WITH GOAL 2, MUCH MORE REMAINS TO BE DONE, IT SEEMS SAFE TO SAY THAT, DURING THE DECADE OF THE 1970s, CAREER EDUCATION CLEARLY DEMONSTRATED IT ACCEPTANCE, WITHIN THE FORMAL EDUCATION COMMUNITY, AS A VEHICLE FOR EDUCATIONAL REFORM.

SUMMARY: EVIDENCE OF SUCCESS IN THE 1970s

IN AN ARTICLE ENTITLED "SOMETHING HAPPENED: EDUCATION IN THE SEVENTIES," BRODINSKY REVIEWED 10 MAJOR EVENTS AFFECTING AMERICAN EDUCATION DURING THIS DECADE. AFTER NOTING THAT THE AVERAGE LIFE OF AN EDUCATIONAL REFORM IN THE U.S. IS ABOUT THREE YEARS, HE PICTURES CAREER EDUCATION AS STILL "ALIVE AND DOING WELL" AFTER A FULL DECADE AND AS THE "THE DECADE's MODERATE SUCCESS STORY." (BRODINSKY, 1979). CAREER EDUCATION HAS SURVIVED FOR A DECADE. MOREOVER, THERE IS NOW ABUNDANT EVIDENCE THAT: (A) CAREER EDUCATION CAN DELIVER EMPLOYABILITY/ADAPTABILITY/PROMOTABILITY SKILLS TO PERSONS: (B) CAREER EDUCATION CAN GAIN COMMUNITY SUPPORT AND INVOLVEMENT AS A COMMUNITY EFFORT: AND (C) CAREER EDUCATION HAS BEEN WIDELY ACCEPTED, WITHIN THE EDUCATION PROFESSION, AS A VEHICLE FOR EDUCATIONAL REFORM.

THIS, OF COURSE, IS NOT TO SAY THAT CAREER EDUCATION's FUTURE SUCCESS DURING THE 1980s IS ASSURED. WE KNOW CAREER EDUCATION HAS RECEIVED SUBSTANTIAL FEDERAL SUPPORT DURING THE DECADE OF THE 1970s - BUT WE DO NOT KNOW IF SUCH SUPPORT WILL CONTINUE DURING THE 1980s. WE KNOW THAT CAREER EDUCATION CAN, UNDER PROPER CONDITIONS, DELIVER EMPLOYABILITY SKILLS TO PERSONS - BUT WE HAVE MANY EVALUATION STUDIES WITH LESS THAN CONVINCING

RESULTS TO GO ALONG WITH THE LARGE NUMBER WHOSE RESULTS ARE POSITIVE. WE KNOW THAT CAREER EDUCATION HAS BEEN ACCEPTED AND ENDORSED BY MANY COMMUNITY GROUPS - BUT WE DO NOT KNOW IF SUCH GROUPS WILL CONTINUE THEIR SUPPORT OR IF STILL OTHER COMMUNITY GROUPS WILL JOIN IN THE EFFORT. WE KNOW THAT CAREER EDUCATION HAS BEEN WIDELY ENDORSED WITHIN THE EDUCATION PROFESSION - BUT WE DO NOT KNOW HOW LONG THAT SUPPORT WILL LAST. IN SHORT, WHILE WE CAN, IT SEEMS TO ME, FEEL JUSTIFIABLY PROUD OF OUR ACCOMPLISHMENTS DURING THE DECADE OF THE 1970s, WE ARE CERTAINLY IN NO POSITION TO FEEL COMFORTABLE ABOUT CAREER EDUCATION's FUTURE AS WE ENTER INTO THE DECADE OF THE 1980s. I WOULD NOW LIKE TO TURN THE TASK OF MAKING SOME REASONED - AND, I HOPE, REASONABLE - PREDICTIONS REGARDING THE CAREER EDUCATION MOVEMENT IN THE DECADE OF THE 1980s.

PREDICTIONS REGARDING CAREER EDUCATION IN THE 1980s

THERE WILL BE BOTH CHALLENGES TO MEET AND OBSTACLES TO BE OVERCOMED IF THE CAREER EDUCATION MOVEMENT IS TO CONTINUE TO FLOURISH DURING THE DECADE OF THE 1980s. I DO NOT KNOW IF WE CAN MEET THESE CHALLENGES OR OVERCOME THE OBSTACLES WE ARE LIKELY TO FACE. I DO KNOW THAT THE FIRST REQUIREMENT FOR DOING SO IS TO RECOGNIZE THEIR EXISTENCE. FOR THIS REASON, I WOULD LIKE TO BEGIN THIS SECTION BY OUTLING BOTH THE CHALLENGES AND THE OBSTACLES. FOLLOWING THIS, I WILL CLOSE BY PRESENTING SOME THOUGHTS REGARDING HOW WE CAN CONTINUE TO KEEP THE CAREER EDUCATION MOVEMENT "ALIVE AND WELL" DURING THE 1980s.

CHALLENGES TO BE FACED DURING THE 1980s

THE KEY CHALLENGES FOR CAREER EDUCATION FACING US IN THE 1980s CAN, I THINK, BE STATED IN A SIMPLE AND STRAIGHT FORWARD FASHION.

THEY INCLUDE:

CHALLENGE 1: TO CONTINUE OUR EFFORTS TO MAINTAIN AN EQUAL EMPHASIS ON EACH OF THE THREE BASIC GOALS OF CAREER EDUCATION. THE TERM "CAREER EDUCATION" EMBODIES ALL THREE BASIC GOALS I HAVE DISCUSSED HERE. IF WE CONCENTRATE OUR EFFORTS ON ANYTHING LESS THAN ALL THREE, THE TERM "CAREER EDUCATION" WILL FADE AWAY AND THE CAREER EDUCATION MOVEMENT WILL DIE.

CHALLENGE 2: TO INCREASE OUR EFFORTS TO PROVIDE A PERSONALLY MEANINGFUL REWARD SYSTEM FOR ALL THE "ACTORS" IN THE CAREER EDUCATION EFFORT. THE "HONEYMOON" IS OVER IN TERMS OF USING A "KIDS NEED IT" APPROACH FOR MOTIVATING PERSONS TO PARTICIPATE IN CAREER EDUCATION. AS WE MOVE FROM A "START UP" TO A "SUSTAINING" PHASE IN CAREER EDUCATION, THERE WILL BE INCREASING NEED TO PROVIDE ALL PARTICIPANTS IN CAREER EDUCATION - TEACHERS, COUNSELORS, SCHOOL ADMINISTRATORS, PARENTS, MEMBERS OF THE BUSINESS/LABOR/INDUSTRY/PROFESSIONAL COMMUNITY, AND COMMUNITY ORGANIZATIONS WITH A CLEAR "WHAT'S IN IT FOR ME?" MOTIVATION TO CONTINUE THEIR PARTICIPATION. IF WE FAIL TO MEET THIS CHALLENGE, CAREER EDUCATION CANNOT LAST.

CHALLENGE 3: CONTINUE TO EMPHASIZE THE NEED FOR HARD DATA DEMONSTRATING THE WORTH OF CAREER EDUCATION. WE WILL NOT BE ABLE TO SELL CAREER EDUCATION AS "A GOOD THING" DURING THE DECADE OF THE 1980s. WE MUST INCREASE OUR USE OF THE SEVERAL GOOD MANUALS ON METHODS AND PROCEDURES FOR USE IN EVALUATING CAREER EDUCATION. (MITCHELL, 1978) (BONNE, 1978) (YOUNG& SCHUH, 1975). OUR JDRP APPROVED PROJECTS IN CAREER EDUCATION MUST GREATLY INCREASE IN NUMBER AND VARIETY. IF WE FAIL TO DO SO, OTHERS WITH CLAIMS SIMILAR TO OURS MAY WELL MOVE IN TO REPLACE US.

CHALLENGE 4: GREATLY INCREASE THE INVOLVEMENT OF PARENTS, OF COMMUNITY VOLUNTEER GROUPS, AND THE PUBLIC SECTOR IN THE IMPLEMENTATION OF CAREER EDUCATION. THIS MUST BE DONE WITHOUT LESSENING, IN ANY WAY, OUR PARTNERSHIPS WITH THE BUSINESS/LABOR/INDUSTRY/PROFESSIONAL COMMUNITY. UNLESS WE MEET THIS CHALLENGE, THE TRUE POTENTIAL OF CAREER EDUCATION, AS A COMMUNITY EFFORT, CAN NEVER BE REALIZED. WE BADLY NEED THE ADDED QUALITY OF EFFORT THAT MEETING THIS CHALLENGE CAN PROVIDE US.

CHALLENGE 5: INCREASE MARKEDLY BOTH THE DEMONSTRATION AND THE IMPLEMENTATION EFFORTS OF CAREER EDUCATION AT THE POSTSECONDARY LEVEL. IF WE ALLOW CAREER EDUCATION TO BECOME PRIMARILY A K-12 EFFORT, WE WILL HAVE LOST MUCH OF THE RATIONALE BEHIND ITS CREATION - AND MUCH OF THE JUSTIFICATION FOR ITS CONTINUED EXISTENCE.

CHALLENGE 6: TO CONTINUE THE IMPORTANCE OF EACH OF THE 10 EMPLOYABILITY/ADAPATBAILITY/PROMOTABILITY SKILLS OF CAREER EDUCATION THERE ARE SURE TO BE PRESSURES TO PLAY UP ONE OR MORE OF THESE SKILLS AT THE EXPENSE OF OTHERS. SUCH PRESSURES MUST BE RESISTED. THESE 10 SKILLS MUST CONTINUE TO BE REGARDED AS OF EQUAL IMPORTANCE. IF WE, BECAUSE OF PRESSURES OF THE MOMENT, ALLOW ANY ONE OF THESE 10 SKILLS TO OVERSHADOW THE OTHERS, WE WILL HAVE LOST MUCH OF THE PROMISE OF - AND SO THE PROSPECTS FOR - CAREER EDUCATION.

OBSTACLES TO BE OVERCOMED DURING THE 1980s

IT DOES NOT REQUIRE EITHER GREAT WISDOM OR INSIGHT TO SEE SOME OF THE MAJOR OBSTACLES TO BE OVERCOMED IF CAREER EDUCATION IS TO FLOURISH DURING THE 1980s. THEY ARE ALL TOO OBVIOUS AND TOO CLOSE TO REALITY ALREADY. A BRIEF LISTING IS ALL THAT SHOULD BE REQUIRED.

OBSTACLE 1: WE CAN EXPECT LESS FEDERAL FINANCIAL SUPPORT FOR CAREER EDUCATION DURING THE 1980s THAN EXISTED DURING THE DECADE OF THE 1970s. THE ONLY FEDERAL CAREER EDUCATION LAW CURRENTLY ON THE BOOKS (P.L. 95-207) IS DUE TO EXPIRE IN 1983. THE PROSPECTS OF RENEWING THAT LAW DO NOT APPEAR BRIGHT AT THIS TIME. THIS MEANS THAT PLANS TO SECURE AND USE STATE AND/OR LOCAL FUNDS FOR CAREER EDUCATION MUST BE MADE AND IMPLEMENTED QUICKLY.

OBSTACLE 2: WE CAN EXPECT PRESSURES TO INCREASE OUR EMPHASIS ON EMPLOYABILITY SKILLS AND ON SCHOOL/COMMUNITY PARTNERSHIPS AT THE EXPENSE OF THE GOAL OF EDUCATIONAL REFORM. SUCH PRESSURES HAVE ALREADY BEGUN. THEIR BASIC THREAT, OF COURSE, IS TO THE "INFUSION" STRATEGIES OF CAREER EDUCATION WITHIN THE EDUCATION SYSTEM. IF WE LOSE OUR ABILITY TO APPLY "INFUSION" STRATEGIES, WE WILL HAVE LOST OUR ABILITY TO MEET THE GOAL OF EDUCATIONAL REFORM. THIS WOULD MAKE MANY - INCLUDING SOME CAREER EDUCATION LEADERS - HAPPY. IT WOULD SADDEN ME GREATLY.

OBSTACLE 3: WE CAN EXPECT PRESSURES TO CONCENTRATE OUR CAREER EDUCATION EFFORTS ON ONLY CERTAIN PORTIONS OF THE POPULATION. THESE PRESSURES, TOO, HAVE ALREADY STARTED. THEIR PROPONENTS BASE THESE PRESSURES ON (A) THE NEED TO BRING EQUITY OF OPPORTUNITY TO DISADVANTAGED PERSONS: AND (B) A BELIEF THAT MOST PERSONS DO NOT NEED THE CAREER EDUCATION EFFORT IN ORDER TO DEVELOP EMPLOYABILITY SKILLS. A BEDROCK PREMISE OF CAREER EDUCATION IS THAT IT IS INTENDED FOR ALL PERSONS. WE MUST MEET THE NEEDS OF THE DISADVANTAGED WITHOUT LOSING OUR INTEREST IN SERVING ALL.

OBSTACLE 4: WE CAN EXPECT PRESSURES TO MOVE RESPONSIBILITY FOR PROVIDING PERSONS WITH EMPLOYABILITY/ADAPTABILITY/PROMOTABILITY SKILLS TO AGENCIES OUTSIDE THE EDUCATION SYSTEM. AGAIN, WE SEE A SET OF PRESSURES THAT HAVE ALREADY BEGUN. PROPONENTS OF THIS KIND OF PRESSURE CONTEND THAT THE PRIME FUNCTION OF THE EDUCATION SYSTEM IS TO EQUIP STUDENTS WITH BASIC ACADEMIC SKILLS - AND THAT OTHER PARTS OF SOCIETY CAN BETTER PREPARE THEM FOR ADAPTING TO CHANGE IN THE BROADER SOCIETY. WE MUST CONTINUE OUR EFFORTS AIMED AT DEMONSTRATING THE UTILITY OF A "CAREERS" APPROACH AS A VEHICLE FOR MOTIVATING PERSONS TO LEARN THE BASIC SKILLS.

OBSTACLE 5: WE CAN EXPECT PRESSURES TO LIMIT THE CAREER EDUCATION EFFORT TO SECONDARY SCHOOL AGE STUDENTS. THERE ARE, APPARENTLY, MANY WHO DO NOT SUBSCRIBE TO OUR VIEW OF THE NEED TO REGARD CAREER DEVELOPMENT AS A LONGITUDINAL PROCESS BEGINNING IN THE EARLY ELEMENTARY SCHOOL YEARS. MANY OTHERS SEEM CONTENT WITH IGNORING THE NEED FOR CAREER EDUCATION AT THE POSTSECONDARY AND ADULT EDUCATION LEVELS. WE MUST CONTINUE THE "WOMB-TO-TOMB" EMPHASIS UNDERLYING THE ENTIRE CAREER EDUCATION MOVEMENT.

CAREER EDUCATION: KEYS TO SUCCESS DURING THE DECADE OF THE 1980s

CAREER EDUCATION WILL FLOURISH DURING THE DECADE OF THE 1980s IF GOVERNING BOARDS AND TOP EDUCATIONAL ADMINISTRATORS SUPPORT IT STRONGLY. THERE IS SOME RECENT EVIDENCE INDICATING THAT, AT LEAST AT THE K-12 LEVEL, THEY ARE WILLING TO DO SO. I AM REFERRING TO A NATIONWIDE POOL OF SCHOOL BOARD MEMBERS AND SUPERINTENDENTS CONDUCTED BY THE NATIONAL SCHOOL BOARDS ASSOCIATION DURING THE SUMMER OF 1979. (NSBA, 1980). TWO QUESTIONS ASKED IN THAT POLL ARE PERTINENT HERE. THE FIRST ASKED RESPONDENTS TO INDICATE WHICH, OF 16 "NEW TOPICS: INTRODUCED

DURING THE 1970s IS MOST AND LEAST DESERVING OF INCREASED ATTENTION IN THEIR SCHOOL DISTRICT. CAREER EDUCATION WAS ONE OF THE 16 "NEW TOPICS" INCLUDED ON THE LIST. WHEN RESULTS WERE TABULATED, IT WAS CLEAR THAT CAREER EDUCATION WAS NUMBER 1 - I.E., THE TOPIC MOST DESERVING OF MORE ATTENTION. IT WAS MENTIONED MORE THAN TWICE AS OFTEN AS THE "NUMBER 2" TOPIC (CITIZENSHIP EDUCATION) AND FAR, FAR AHEAD OF ALL THE OTHERS.

A SECOND QUESTION ASKED IN THIS NSBA POLL WAS "WHICH OF THE FOLLOWING AREAS OF THE PROGRAM, IN YOUR DISTRICT, ARE LIKELY TO GET GREATLY INCREASED INTEREST AND FINANCIAL SUPPORT WITHIN THE NEXT FIVE YEARS?" OF THE 31 AREAS JUDGED BY RESPONDENTS, "CAREER EDUCATION" RANKED NUMBER 3 - WITH ONLY "BASIC SKILLS" AND "COMPETENCY TESTING" AHEAD OF IT. CAREER EDUCATION WAS RANKED AHEAD OF ALL OTHERS - INCLUDING SUCH IMPORTANT AREAS AS: (A) VOCATIONAL EDUCATION; (B) USE OF COMMUNITY RESOURCE PERSONS; (C) ECONOMIC EDUCATION; AND (D) EACH OF THE INDIVIDUAL ACADEMIC DISCIPLINES.

THESE NEW NSBA DATA CLEARLY INDICATE THAT BOTH SCHOOL BOARD MEMBERS AND SUPERINTENDENTS ARE READY TO LEND FURTHER SUPPORT TO CAREER EDUCATION. OBVIOUSLY, THERE WILL BE MANY "MANDATES OF THE MOMENT," NEW FINANCIAL PRESSURES, ETC. THAT, UNLESS OVERCOMED, WILL PREVENT THEM FROM GIVING CAREER EDUCATION THE KIND OF SUPPORT THEY BELIEVE IT DESERVES. THERE ARE, IT SEEMS TO ME, THREE "KEYS TO SUCCESS" THAT CAN - AND MUST - BE USED TO HELP SCHOOL BOARD MEMBERS AND SUPERINTENDENTS IMPLEMENT CAREER EDUCATION AS THE KIND OF HIGH EDUCATION PRIORITY THEY BELIEVE IT TO BE.

KEY 1: PROFESSIONAL PRESSURE FROM WITHIN THE EDUCATION SYSTEM. THE BASIC INGREDIENT NEEDED HERE IS TO MAKE CAREER EDUCATION GOALS BECOME AN INTEGRAL PART OF THE INSTRUCTIONAL GOALS OF TEACHERS AT VARIOUS LEVELS IN THE EDUCATION SYSTEM AND FROM VARIOUS DISCIPLINES. DEPARTMENT HEADS AND SUPERVISING TEACHERS MUST TAKE THE LEAD ROLE HERE. CAREER EDUCATION HAS PUT ITS TRUST IN THE CLASSROOM TEACHER. IF CLASSROOM TEACHERS ACCEPT THAT TRUST AND EMBRACE CAREER EDUCATION, I HAVE NO DOUBT BUT THAT THEIR VOICES WILL BE HEARD BY SCHOOL BOARD MEMBERS AND SUPERINTENDENTS. WE MUST COUNT ON THIS HAPPENING. I HAVE GREAT CONFIDENCE THAT IT WILL.

KEY 2: COMMUNITY PRESSURE TO CONTINUE CAREER EDUCATION. THIS SUPPORT - OR LACK OF SUPPORT - WILL, MORE THAN ANY OTHER SINGLE FACTOR, DETERMINE THE FATE OF THE CAREER EDUCATION MOVEMENT DURING THE 1980s. IF THAT SUPPORT CONTINUES AND INCREASES, CAREER EDUCATION WILL FLOURISH. IF IT SLACKENS OFF, CAREER EDUCATION WILL DIE. EDUCATORS HAVE, DURING THE LAST DECADE, DEMONSTRATED BOTH THEIR WILLINGNESS TO CHANGE AND THEIR WILLINGNESS TO WORK WITH THE BROADER COMMUNITY. IT IS THE BROADER COMMUNITY - INCLUDING PARENTS AND COMMUNITY VOLUNTEER GROUPS AS WELL AS THE BUSINESS/LABOR/INDUSTRY/PROFESSIONAL COMMUNITY - WHO MUST NOW DECIDE WHETHER OR NOT THEY WANT THE CAREER EDUCATION MOVEMENT TO CONTINUE. IF THEY SPEAK UP FOR CAREER EDUCATION AS A COMMUNITY EFFORT, SCHOOL BOARD MEMBERS AND SUPERINTENDENTS WILL HEAR THEM LOUD AND CLEAR. IF THEY KEEP QUIET, THE SILENCE WILL BE OVERWHELMING AND CAREER EDUCATION WILL DIE.

KEY 3: CONTINUING COMMITMENT TO THE IDEALS AND BASIC STRATEGIES OF CAREER EDUCATION. FOR CAREER EDUCATION TO SURVIVE AND FLOURISH DURING THE 1980s, IT WILL BE ESSENTIAL THAT WE CONTINUE TO HAVE A CORE GROUP OF TRUE CAREER EDUCATION "CRUSADERS" WHO ARE READY, WILLING, AND ABLE

TO PROMOTE THE CAREER EDUCATION CONCEPT AND DEFEND AGAINST THOSE WHO SEEK TO WEAKEN OR DESTROY IT. THESE "CRUSADERS" DO NOT HAVE TO BE LARGE IN NUMBER, BUT THEY MUST BE VERY LARGE IN "SPIRT" AND MUST COME FROM ALL SEGMENTS OF THE COMMUNITY INVOLVED IN THE IMPLEMENTATION OF CAREER EDUCATION. WHETHER A PARTICULAR "CRUSADER" IS A PARENT, A CLASSROOM TEACHER, A LABOR UNION OFFICIAL, A BUSINESS PERSON, OR A COMMUNITY VOLUNTEER, IT IS ESSENTIAL THAT WE ALL "SING FOR THE SAME HYMN" WHEN DEFENDING AND SUPPORTING THE CAREER EDUCATION CONCEPT. IN ORDER TO ILLUSTRATE SOME OF THE BASIC "VERSES" I THINK WE SHOULD ALL BE "SINGING," I HAVE WRITTEN A SHORT PIECE ENTITLED "A CREED FOR CAREER EDUCATORS" WHICH IS ATTACHED TO THIS PAPER. I WOULD LIKE TO CLOSE BY READING THAT "CREED" TO YOU.

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